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ABSTRACT

This final report describes activities and achievements of a Texas project to facilitate inclusive programming for preschool and primary children with disabilities using the High/Scope approach, which provides for developmentally appropriate programming for young children with and without disabilities. The project focused on capacity building through training of district teams, provision of on-site technical assistance, and development and dissemination of training modules based on the High/Scope approach. As a result of the project, 25 collaborative teams were trained in developmentally appropriate programming using the High/Scope model in inclusive settings for preschool and primary programs. Each team of six to eight members included special and regular education teachers, administrators, parents, and support staff. In addition, a total of 1,063 educators were trained in the approach; training modules were developed and disseminated to teams in 10 areas; 16 education service centers in Texas received training and the modules; demonstration programs were established at 18 sites; a video depicting the approach was developed and disseminated; students served by project teams showed increased academic achievement and increased classroom skills; and parents reported satisfaction with the programming. Individual sections report on the project's goals and objectives, theoretical and conceptual framework, model description, adoption sites, dissemination, methodological and logistical problems, research/evaluation findings, impact, and future activities. Eleven appendices graphically display data showing the program's effectiveness. (DB)

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ED 406 805

ELIMINATING BOUNDARIES THROUGH FAMILY CENTERED DEVELOPMENTALLY APPROPRIATE PRACTICES FOR PRESCHOOL AND PRIMARY CHILDREN WITH DISABILITIES

Final Report

Early Education Program for Children with Disabilities
United States Department of Education
CFDA: 84-024

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TABLE OF CONTENTS

Abstract 1

Goals and Objectives 3

Theoretical or Conceptual Framework 3

Description of the Model 4

Methodological or Logistical Problems 5

Research or Evaluation Findings 6

Project Impact 10

Future Activities 10

Assurance Statement 12

Appendices:

Appendix A: Effectiveness in Implementing Developmentally Appropriate Practices-Preschool
Appendix B: Effectiveness of Training and Technical Assistance on Classroom Implementation - Preschool
Appendix C: Effectiveness in Implementing Developmentally Appropriate Practices-Kindergarten through Grade 3
Appendix D: Effectiveness of Training and Technical Assistance on Classroom Implementation - Kindergarten through Grade 3
Appendix E: Student Gains Child Observation Record (COR)
Appendix F: Work Sampling System Achievement Scores
Appendix G: Student Gains Classroom Skills Checklist: Special Education Students in General Education Classrooms of Teachers Years 1, 2, & 3
Appendix H: Student Gains Classroom Skills Checklist: Special Education Students in Special Education Classrooms of Teachers Years 1, 2, & 3
Appendix I: Staff Perceptions of Student Growth
Appendix J: Parent Satisfaction
Appendix K: Exit Placements of Students with Disabilities for 1995-1996 School Year

ABSTRACT

Eliminating Boundaries Through Family Centered Developmentally Appropriate Practices for Preschool and Primary Children with Disabilities

Final Report

Research supports developmentally appropriate practices as the foundation for quality inclusive programs (Bredekamp, 1991). High/Scope is a national, research based model (Weikart, 1989) which provides for developmentally appropriate programming for young children with and without disabilities.

As an outreach grant project, Region IV Education Service Center (ESC) in Houston, Texas served as the regional lead agency for collaborative team training and implementation of family centered developmentally appropriate programming using the High/Scope approach. This facilitated inclusive programming for preschool and primary children focused on increasing the probability of these children being successful along side their non-disabled peers.

To accomplish this goal, the following objectives were addressed by the Region IV ESC outreach grant project:

1) build the capacity of approximately 30 collaborative district teams to conduct training of local teachers on developmentally appropriate programming using the High/Scope approach in inclusive programs for preschool and primary children,

2) provide ongoing, on-site technical assistance to establish a regional network of approximately 30 model inclusive demonstration programs for preschool and primary children,

3) develop and disseminate training modules based on the High/Scope approach to be used by both collaborative district teams and districts throughout the State to adopt a national, research based model by training additional special and regular educators in preschool and primary inclusive programs, and

4) evaluate all aspects of the program to ensure that objectives are being met.

As a result of this project, 25 collaborative teams throughout the Region IV ESC service area have built the capacity to train in developmentally appropriate programming using the High/Scope model in inclusive settings for preschool and primary programs. Each team of 6-8 members included special and regular education teachers, administrators, parents, and support staff working in inclusive preschool programs, child care programs, and K-3 programs.

To date the following has been accomplished:

- Collaborative teams (25) have been trained in the philosophy, application and evaluation of the model, as well as how to train others;
- A total of 1,063 educators have been trained in the High/Scope approach (2,880 educators will be trained over a six year period, when all of the training commitments by the initial collaborative teams have been fulfilled in the year 2000);
- Training modules were developed in ten specific areas;
- All teams have been trained on and provided with training modules developed through this project;
- Of the 19 other Education Service Centers in Texas, 16 have received training on and received a set of modules to use in training;
- Demonstration programs have been established in 18 sites;

- A video depicting the basic philosophy of the project was developed and disseminated to project teams, all of the other 19 Education Service Centers in Texas and to requesters in Texas and other states;
- All students served by the project teams showed increased achievement in all subject areas and increased classroom skills; and
- Overall, parents reported satisfaction with developmentally appropriate programming for their children.

Eliminating Boundaries Through Family Centered Developmentally Appropriate Practices for Preschool and Primary Children with Disabilities

Final Report

GOALS AND OBJECTIVES

Goals: The overall goals of the Region IV Education Service Center's (ESC) outreach grant project were to:

1) promote inclusive programming for preschoolers and primary students with disabilities in developmentally continuous and appropriate classrooms;

2) build districts' capacity to develop inclusive developmentally appropriate classrooms that could serve as demonstration sites; and

3) increase the understanding and implementation of developmentally appropriate practices.

To meet these goals and support statewide initiatives, the following objectives were developed:

Objective 1: Provide 15 days of training in developmentally appropriate programming using the High/Scope approach to 30 teams of teachers from Preschool Programs for Children with Disabilities through grade 3.

Objective 2: Develop demonstration sites in inclusive developmentally appropriate programming by providing ongoing technical assistance through site visits, journalizing, one-on-one discussions, support meeting and numerous professional resources.

Objective 3: Develop and disseminate a video and ten training modules in developmentally appropriate programming that included training agendas and objectives, trainer dialog, necessary materials, handout and transparency masters, and bibliographies.

Objective 4: Measure the success of developmentally appropriate programming using teacher implementation data, student achievement and skills data, and parent satisfaction.

THEORETICAL OR CONCEPTUAL FRAMEWORK

Inclusion for young children with disabilities has been addressed by several sources: a memorandum from the U.S. Department of Education (DOE) (Treusch, 1989), position papers from the National Early Childhood Technical Assistance System (NEC*TAS, 1989), by 38 projects funded through the Handicapped Children's Early Education Program as reported by NEC*TAS, and in *Topics in Early Childhood Special Education* (Summer, 1990). These and other publications and projects have addressed the issue of providing quality services to preschoolers with disabilities through inclusion in the least restrictive environment.

Researchers have identified developmentally appropriate practices as an effective strategy for achieving inclusion of preschoolers with disabilities in regular education programs (Bredekamp, 1987; Schweinhart, et. all, 1993; *DEC Task Force Recommended Practices*, 1993).

Developmentally appropriate practices (DAP) are defined as practices that are age appropriate, individually appropriate, and socially and culturally appropriate (Bredekamp and Copple, 1997).

A proven framework that is a developmentally appropriate model is the High/Scope approach. This program originated in the Ypsilanti Perry Preschool Project, one of the first early childhood programs of the 1960's and emphasized the process of learning. As a result, High/Scope is a successful curriculum for a wide range of children in a variety of settings, including children from diverse socioeconomic backgrounds, bilingual and multicultural children, children with disabilities, gifted and typically developing children (Schweinhart, 1991). The High/Scope approach continues to be updated through current applied research.

High/Scope is part of the National Diffusion Network, sponsor of exemplary programs which can be used to achieve the National Goals for Education issued by the President and state governors in 1990. The High/Scope preschool educational approach has been evaluated and approved by the U.S. Department of Education (Weikart, 1992).

As a result of its research base, focus on developmentally appropriate programming, and alignment with national and state initiatives toward inclusion of students with disabilities in general education, High/Scope was identified as the framework from which the Region IV ESC outreach project would be developed.

DESCRIPTION OF MODEL

The Region IV ESC outreach grant project provided 15 days of inservice training for district teams to build capacity to train other personnel in their districts. Campus teams included a teacher of preschoolers with disabilities, a child care or pre-kindergarten teacher, and teachers of kindergarten through grade three. The project offered 10 days of training related to developmentally appropriate practices and individual implementation, and 5 days of training to prepare participants for site based training in their districts.

Each of the 10 training days was based on a module developed as part of the project. The modules and content covered were:

Developmentally Continuity: Foundation for Inclusion - defined developmentally appropriate practices and its relation to inclusion; developed an understanding of how children learn and how to apply this information to current programming

Learning Environment - provided strategies for designing classroom environments and selection and storage of materials

Observation and Anecdotal Records - defined appropriate classroom based assessment and how to take and use observation and anecdotal records

Portfolio Assessment - defined portfolio assessment and the process of collection and evaluation of products

The Responsive Teacher - defined responsive teaching; identified strategies for responsive interactions with students; discussed encouragement and its use

Creating a Caring Community - identified a problem solving approach to conflict; developed strategies for use

Daily Routine and Center Time - identified elements of a daily routine; designed a routine for classroom implementation; identified and developed strategies for planning and reflecting on the daily activities

Planning Group Experiences - introduced the six elements of meaningful curriculum; planned effective group experiences around the six elements

Small Groups -identified strategies for implementing and managing small groups and meeting individual needs of students during small group time

Developing Family Partnerships - developed an understanding of the importance of and barriers to family partnerships; developed strategies for building family partnerships; created a family partnership implementation plar. for the campus/classroom

Each module provided opportunities for participants to:

- reflect on previous content and learn and apply new content,
- network with other teachers to share implementation strategies and problem solve regarding challenges encountered,
- reflect in learning journals about the content learned
- analyze the effects of implementation on themselves as teachers/learners and the students in their classroom, and
- develop an implementation plan detailing how the content/strategies would be applied in their classrooms.

The remaining five days of training focused on:

- training adult learners,
- facilitating the change process,
- dealing with re-entry challenges,
- developing training for specific time frames and needs, and
- developing an implementation and training action plan.

Through the project, a video was developed to provide an overview of developmentally appropriate practices. The video was used in training, and was provided to project teams for use in their site-based training efforts.

ADOPTION SITES

The Region IV ESC service area includes fifty-six independent school districts in seven counties in the upper Texas Gulf-Coast area. It is the largest of the 20 service centers in Texas and serves an educational community of approximately 800,000 students. The 25 project teams represented 17 of the 56 districts, including small districts (2,184 students) to large suburban and urban school district (22,000 to 206,000 students).

DISSEMINATION

All twenty five project teams received ten training modules and materials to support their implementation and training of others. Sixteen of the 20 Education Services Centers in Texas have received training and modules for use in their training. Modules will be disseminated to the NEC*TAS Early Childhood Special Education Network and to other requesters both within and outside the state. The training modules continue to be a part of the training offered at Region IV ESC.

METHODOLOGICAL OR LOGISTICAL PROBLEMS

Methodological problems were encountered in three areas: 1) measuring student progress, 2) number of teams trained, and 3) team member composition. As a result, modifications were made to the original project plan.

The most critical problem encountered was in the evaluation of student progress. An important part of the outreach project involved measuring student achievement in a classroom that was using developmentally appropriate practices. At the time the grant proposal was written, the High/Scope Child Observation Record (COR) was available to assess preschoolers and kindergartners in the areas of Initiative, Social Relations, Creative Representation, Music and Movement, Language and Literacy, and Logic and Mathematics. High/Scope was developing an expanded COR that would assess grade 1 through grade 3 in these areas. The COR and Expanded COR would provide information on student achievement in the targeted areas and would help assess the effectiveness of the training program. It was anticipated that the expanded COR would be available before the start of the grant period.

After grant award, it became apparent that the expanded COR would not be available during the project period. As a result, another system had to be selected for assessment of the primary age group (ages 5-8). The Work Sampling System (WSS) was identified as a developmentally continuous system for students age 3 through 5th grade. The WSS assesses student progress in seven areas: Personal and Social Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, and Physical Development. It was determined that these areas would yield the necessary student achievement data to measure progress as specified in the grant proposal. The COR remained a viable instrument for students who were functioning developmentally below the age of three.

As a result, participants were trained in both methods and each system was used with the appropriate populations. However, the use of two systems of data collection impacted final evaluation studies and made longitudinal comparisons difficult.

Secondly, it was anticipated that 30 teams would be trained. However, by the end of the project period, only 25 teams had been trained, despite repeated marketing of the project purpose and support. There are several possible reasons why fewer than 30 teams were trained: 1) smaller districts were unable to release all required members for the duration of the training because of an insufficient number of available substitutes, 2) some districts had policies limiting the attendance of training on school days because of perceived loss of instructional time when the classroom teacher is absent one day each month, and 3) in some districts, applications were accepted in the spring, but due to teacher turnover, districts were unable to substitute necessary members in the fall and elected to withdraw their application.

Finally, with respect to team composition, several teams accepted into the project did not include all required members. Some districts did not have a pre-kindergarten program on site, and in others, the level of interest and commitment towards developmentally appropriate practices was stronger in preschool and kindergarten than at the second and third grades. The teams without a pre-kindergarten program focused on increased inclusion with 5 year olds rather than 4 year olds. In general, this did not appear to generate any problems on site. Where teams did not have a second or third grade teacher, it was reported more challenging for the team to train teachers in the second or third grades.

RESEARCH OR EVALUATION FINDINGS

Several instruments were used to measure the success of the outreach grant in meeting established goals and objectives. These instruments were used to collect evaluation data in four areas: teacher implementation of developmentally appropriate practices, student gains, parental satisfaction, and

exit placements. A brief explanation of each area and a detailed discussion of findings in each area follows.

Teacher implementation of developmentally appropriate practices was measured using High/Scope's Program Implementation Profile (PIP). In preschool programs the PIP measured implementation in the areas of Physical Environment, Daily Routine, Adult/Child Interaction and Adult/Adult Interaction. In kindergarten through grade 3, an additional area of Instructional Methods was assessed. The PIP was administered through classroom observation and rating by project staff.

Student gains were evaluated using several measures. The High/Scope Child Observation Record (COR) assesses the gains of children ages three through five in six areas: Initiative, Social Relations, Creative Representation, Music and Movement, Language and Literacy, and Logic and Mathematics. The COR was adapted by project staff to assess children who were developmentally between the ages of one and three. For students ages three through nine, the checklist from the Work Sampling System (WSS) was used. The WSS is a developmentally continuous assessment system that assesses progress in seven areas: Personal and Social Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, and Physical Development.

A checklist was used to assess classroom survival skills of students with disabilities. This checklist was adapted from Christine Salisbury's Kindergarten Survival Skills Checklist and examined classroom behaviors that help students perform successfully in school, i.e. staying on tasks, appropriately seeking help, transitioning between activities, etc.

Finally, a survey developed by project staff was used to assess teacher perceptions of student gains in six areas: Language and Literacy Development, Social Skills, Motor Development, Independence, Establishment of Friendships, and Classroom Behavior.

Parental satisfaction was addressed through a survey sent to selected parents of students with disabilities. This survey assessed parent satisfaction with their child's school program and parental perceptions of student growth in the areas of: Language and Literacy Development, Social Skills, Motor Development, Independence, Establishment of Friendships, and Classroom Behavior.

To evaluate **exit placements of students with disabilities**, a form, developed by project staff, asked teachers to list students who were leaving their classroom/program for another classroom/program. These exit placements were analyzed with respect to the amount of special education services and the type of support needed (i.e. a paraprofessional) in the next environment.

FINDINGS: TEACHER IMPLEMENTATION OF DEVELOPMENTALLY APPROPRIATE PRACTICE

Each fall of the three year grant period, pre-training Program Implementation Profiles (PIPs) were completed by project staff on the project teachers for that year. Over the three year grant period, pre-training PIPs were completed on a total of 123 project teachers. Each spring of the three year grant period, post-training PIPs were completed by project staff on the project teachers for the current year. To gather longitudinal data, PIPs were also completed in the spring on the previous year's project teams. This resulted in 120 post-training PIPs being completed by Spring, 1996. (Three team members were no longer at the schools where they began their implementation). The PIPs were analyzed to determine overall effectiveness of campus staff in implementing developmentally appropriate practice.

Results reveal significant gains in ability to implement developmentally appropriate practices in the classroom (See Appendix A-D). Appendix A reports the average Fall and Spring PIP scores for

Preschool, Pre-Kindergarten and Preschool Programs for Children with Disabilities (PPCD) teachers. During the course of the project, the overall ability of these teachers to implement developmentally appropriate practices (DAP) increased. On a 150 point scale, group scores went from a pre-training PIP score of 92 points to a final Spring, 1996 score of 113 points. This is a 21 point increase on the total PIP scores.

Appendix B reports the level of implementation for this group of preschool teachers in each of the four areas of the PIP: Physical Environment, Daily Routine, Adult/Child Interaction and Adult/Adult Interaction. Each area has a possible score between 30 and 50 points. All areas showed gains in the implementation of developmentally appropriate practices. Cumulative gains reported in Spring, 1996 were: 3 points in the area of Adult/Adult Interaction, 6 points in both the Physical Environment and Adult/Child Interaction areas, and 7 points in the area of Daily Routine.

Appendix C shows the average pre-training Fall PIP scores and the Spring 1996, PIP scores for Kindergarten through third grade teachers. During the course of the project, the overall ability of these teachers to implement developmentally appropriate practices increased. On a total point scale of 195, group scores increased from a pre-training PIP score of 117 points to a final Spring, 1996 score of 131 points.

Appendix D reports the level implementation for this group of primary teachers in five areas: Physical Environment, Daily Routine, Adult/Child Interaction, Adult/Adult Interaction and Instructional Methods. Each area has a possible score between 25 and 60 points. All areas showed gains in the implementation of developmentally appropriate practices. Cumulative gains reported in Spring, 1996 were: 2 points in the area of Adult/Adult Interaction, 3 points in the areas of Adult/Child Interaction and Instructional Methods, 4 points in the area of Physical Environment and 5 points in the area of Daily Routine.

Implementation of developmentally appropriate practices in both preschool and primary classrooms showed similar gains in the same areas. The overall gains in the preschool classrooms were just under the scores necessary for certification as High/Scope model classrooms. In order for classrooms to apply for this certification, an overall score of 120 or above on the PIP is required. To receive a PIP score of 120, a score of 4 on each of the 30 indicators is necessary. If a like standard was applied to the primary classrooms, an overall PIP score of 156 or above would be needed. As the project staff expected, preschool staff found developmentally appropriate practices congruent with their current philosophy and practices. This resulted in slightly higher pre-training PIP scores. Lower pre-training PIP scores were seen for the kindergarten through grade 3 group, but both groups increased in the implementation of developmentally appropriate practices.

FINDINGS: STUDENT GAINS

ACHIEVEMENT

During each year of the project, teachers were asked to select three students with disabilities to assess over the course of the year. Achievement gains of these students were assessed on one of two measures, the adapted Classroom Observation Record (COR) or the Work Sampling System Checklist (WSS). The adapted COR was used by only a few teachers with students who were functioning at a developmental level below the age of three. The remaining students, who were functioning between three and nine years, were assessed using the WSS checklist.

Data from the teachers who used the adapted COR reflects student gains for the six children who were evaluated using it (Appendix E). All targeted students demonstrated gains on the adapted COR with a range of +3.4 to 31.8 points, or an average gain of 9 points per student. The gains exhibited by the students with disabilities are lower than what would be expected of a child without

disabilities but show that children with disabilities make appropriate gains in programs that are developmentally appropriate and less teacher directed.

Appendix F reports the achievement data of 161 students assessed with the WSS checklist. Student gains were reported in all areas. The targeted students demonstrated average gains of 19.5 percent. The scores on the WSS indicated that students with disabilities experienced growth in skills in classrooms that are using developmentally appropriate practices.

CLASSROOM SKILLS

Classroom teachers were asked to complete a Classroom Skills Checklist on each of three targeted students. Data in Appendix G show that the targeted students with disabilities in regular classrooms demonstrated significant gains in skills. In the fall of 1995, desirable traits were rated as being seen "usually" or "always" for 252 targeted students with disabilities who were in general education classes for some portion of the day. By spring of 1996, 535 students were rated as "usually" or "always" exhibiting the traits.

Appendix H shows that the targeted students in special education classrooms also showed significant gain in skills. In the fall of 1995, desirable traits were rated as being seen "usually" or "always" for 164 students with disabilities. By spring of 1996, 278 students were rated as "usually" or "always" exhibiting the traits.

TEACHER PERCEPTIONS

All project teachers thought that implementing developmentally appropriate practices made a difference in certain areas of development for students with disabilities (Appendix I). The areas identified as showing the greatest growth are Language Development (78% of teachers saw growth) and Social Skills (75% of teachers saw growth) .

FINDINGS: PARENTAL SATISFACTION

Each project teacher surveyed three parents of students in their classrooms regarding their satisfaction with the school program. Of the surveys returned, only one parent indicated dissatisfaction with the program, and 190 parents were "satisfied" or "extremely satisfied" with the program. Parents also indicated overwhelmingly that they saw language/literacy development as well as social skills development in their children.

FINDINGS: EXIT PLACEMENTS

Analysis of the Spring 1996 exit placement of students with disabilities revealed that 58 students continued to need the support of a full time self contained special education classroom (Appendix K). There were 118 students receiving support in regular education classrooms and 19 students who did not need any support in the regular classroom from special education personnel.

PROJECT IMPACT

As a result of this project, impact has been made at the local, regional, state and national levels. To date at the **local** level:

- Collaborative teams (25) have been trained in the philosophy, application and evaluation of the model, as well as how to train others;
- A total of 1,063 educators have been trained in the High/Scope approach (2,880 educators will be trained over a six year period, when all of the training commitments by the initial collaborative teams have been fulfilled in the year 2000);
- Demonstration programs have been established in 18 sites;
- All students served by the project teams showed increased achievement in all subject areas and increased classroom skills; and
- Overall, parents reported satisfaction with developmentally appropriate programming for their children.

At the **regional** level:

- Training modules were developed in ten specific areas;
- All teams have been trained on and provided with training modules developed through this project;
- The modules continue to serve as the foundation for professional development offered by Region IV ESC special education department;
- Site visits to demonstration programs are scheduled through Region IV ESC;
- Project teams serve as resources for other campuses and districts involved in developmentally appropriate programming, and participate as co-presenters as appropriate in Region IV ESC professional development offerings.

At the **state** level:

- Of the 19 other Education Service Centers in Texas, 16 have received training on and received a set of modules to use in training;
- A video depicting the basic philosophy of the project was developed and disseminated to project teams, all of the other 19 Education Service Centers in Texas and to requesters in Texas and other states.

At the **national** level:

- Project staff have presented at state and national conferences on the project and its impact;
- Project staff have responded to information requests from other states for information on the project design and developmentally appropriate practices.

FUTURE ACTIVITIES

Three areas in which future activities have been planned include support to teams, training materials, and training.

SUPPORT TO TEAMS

Region IV Education Service Center will continue to provide support on an as needed basis for campus teams requesting technical assistance in training and implementing developmentally appropriate practices. It is anticipated that, through this support, additional classrooms will develop as demonstration sites for developmentally appropriate practices.

The classrooms currently identified as demonstration classrooms will continue to host visits from other Region IV ESC school district personnel and staff from school districts across the state.

TRAINING MATERIALS

The modules and the video are available for purchase from Region IV ESC for the cost of reproduction. The training modules and video will be sent to the NEC*TAS network of EEPCD.

TRAINING

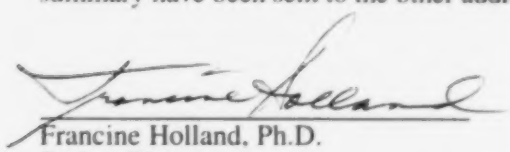
The early childhood professional development offerings are based on the philosophy of developmentally appropriate practices. Because of this, many training opportunities use the content created for the Developmentally Continuity grant project, including training for alternative education teachers to assist them in preparing for the state early childhood certification test. Training on developmental continuity will continue to be available through Region IV Education Service Center. In addition, project staff have and will continue to present at local, state and national conferences regarding the project and training materials developed.

SUMMARY

As a result of this project, the conceptual framework for developmentally appropriate practices has been introduced and implemented in districts throughout the Region IV Education Service Center service area. Students with disabilities are being educated with their non-disabled peers in preschool and primary classrooms that are developmentally appropriate and developmentally continuous through third grade. Gains in student skills and achievement, in teacher skills and behavior, and in district capacity building for internal and ongoing training and implementation indicate that the project successfully met it goals.

ASSURANCE STATEMENT

The full final report has been sent to ERIC and copies of the title page and abstract/executive summary have been sent to the other addressees as requested.

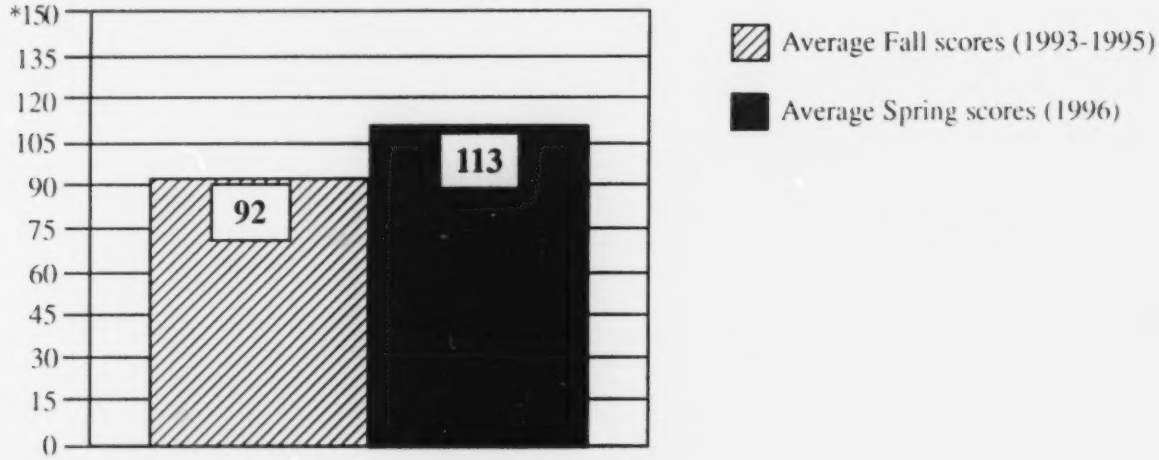


Francine Holland, Ph.D.
Project Director

Appendix A:
Effectiveness in Implementing Developmentally Appropriate Practices**

Part I: Preschool, Pre-Kindergarten, & Preschool Programs for Children with Disabilities Teachers

Average scores for teachers from years 1, 2, & 3

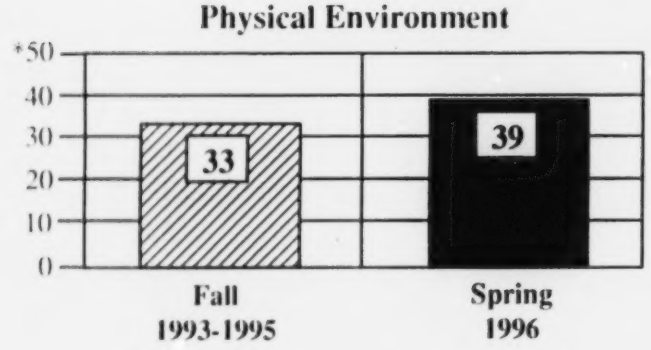


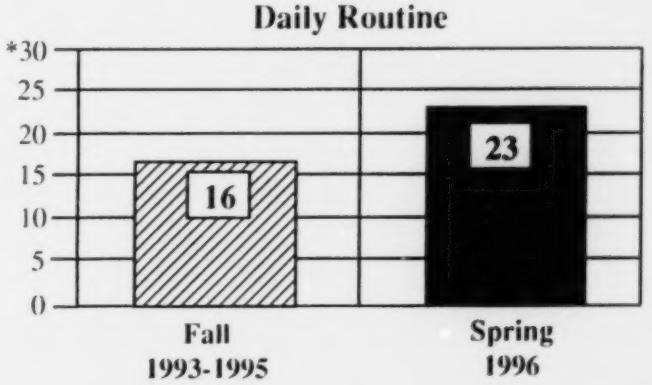
* Highest possible score on Preschool PIP

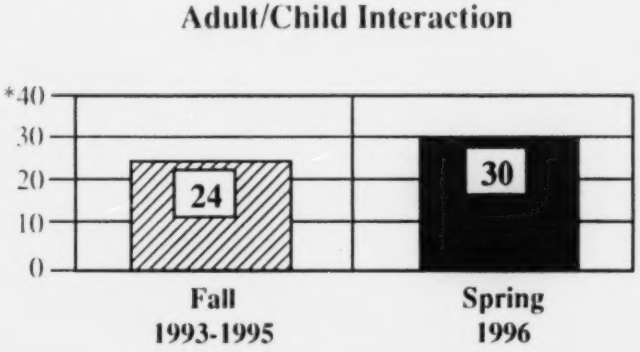
**As demonstrated by pre-post PIP'S

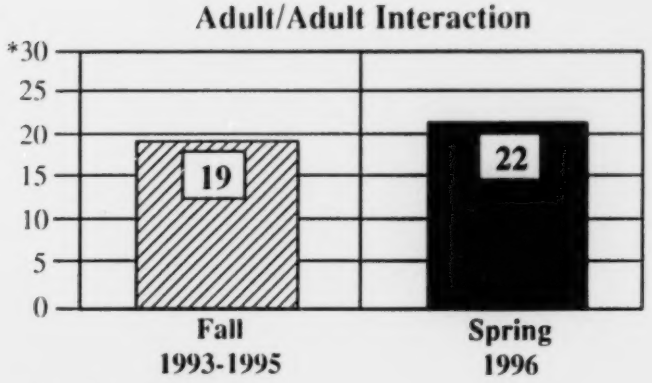
Appendix B:
Effectiveness of Training and Technical Assistance on Classroom Implementation - Preschool

Average Scores for Years 1, 2, & 3 teachers







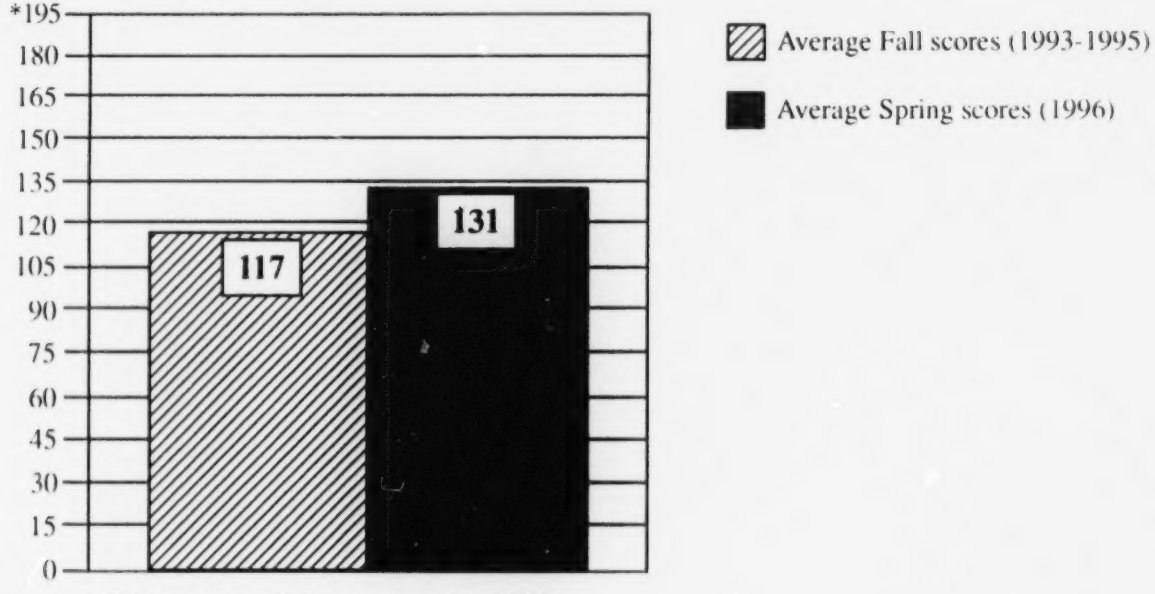


*** Highest possible score on Preschool PIP**

Appendix C:
Effectiveness in Implementing Developmentally Appropriate Practices**

Part II: Kindergarten through Third Grade Teachers

Average scores for teachers from years 1, 2, & 3

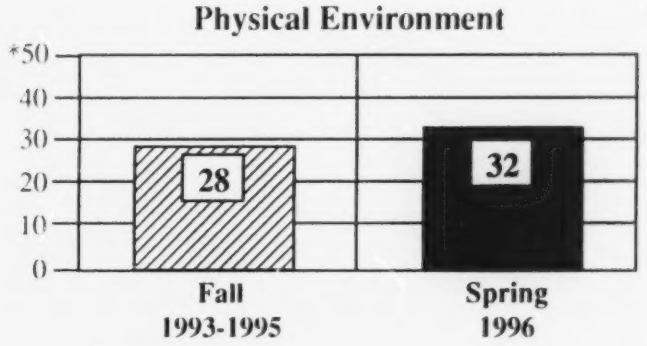


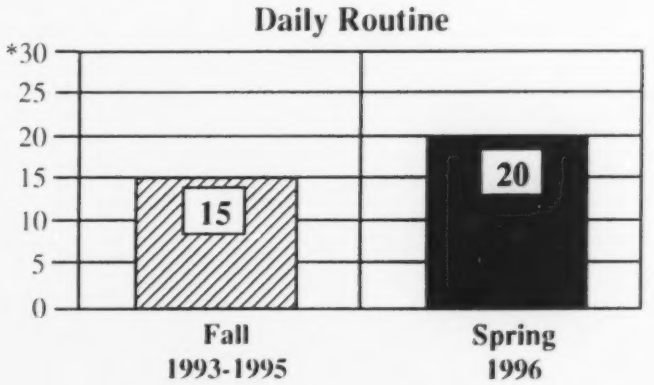
* Highest possible score on K-3 PIP

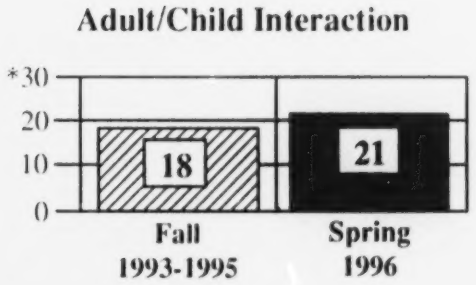
**As demonstrated by pre-post PIP'S

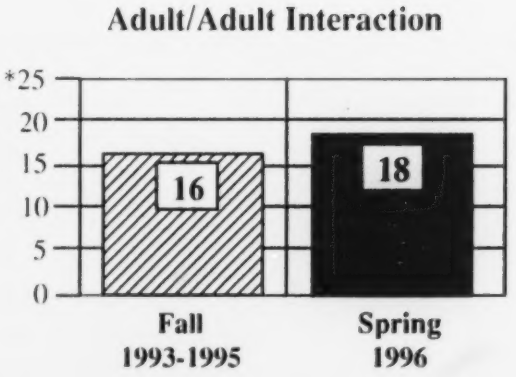
Appendix D:
Effectiveness of Training and Technical Assistance on Classroom Implementation - Kindergarten through Grade 3

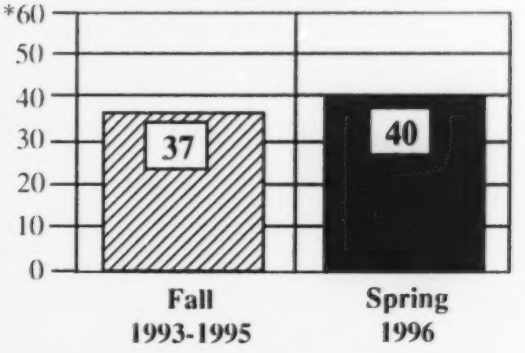
Average Scores for Years 1, 2, & 3 teachers











* Highest possible score on K - 3 PIP

Appendix E:
Student Gains Child Observation Record (COR)*
Composite Scores

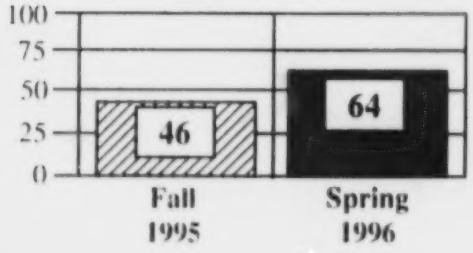
	Fall 1995	Spring 1996	Difference
District A			
Student 1	2.5	9.5	7
Student 2	3.7	35.5	31.8
District B			
Student 1	2.7	6.2	3.5
District C			
Student 1	5.5	8.9	3.4
Student 2	7	10.5	3.5
Student 3	3.2	7.8	4.6
		Average gain per student	9.0

*Some Year 1 Preschool Programs for Children with Disabilities teachers chose to use this form

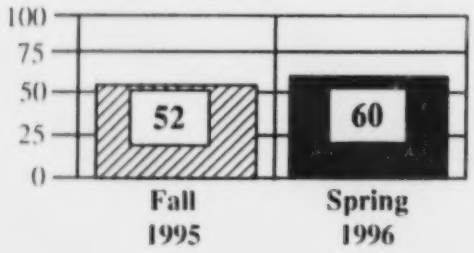
Appendix F:
Work Sampling System Achievement Scores (composites)

Average scores for 1995-1996 for students of teachers from Years 1, 2, & 3

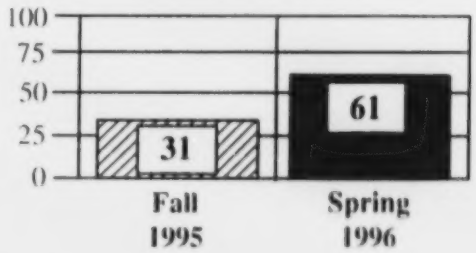
Preschool - 3 year olds



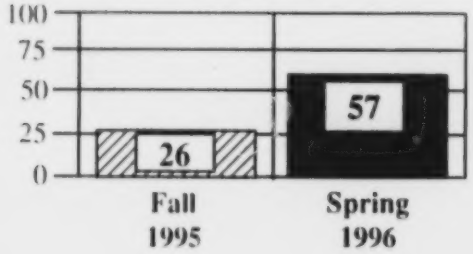
Preschool - 4 year olds



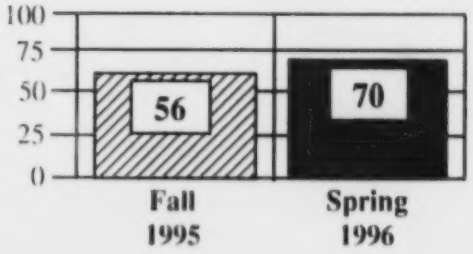
Kindergarten



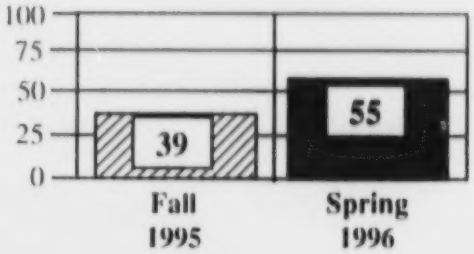
First Grade



Second Grade



Third Grade



Appendix G:

Student Gains Classroom Skills Checklist: Special Education Students in General Education Classrooms of Teachers Years 1, 2, & 3

1995-1996

Classroom Skills Checklist

District/Campus _____ Teacher _____ ■ general education teacher

Grade Level _____ □ special education teacher

Child # or Initials _____ November _____ May _____

INSTRUCTIONS FOR CLASSROOM SKILLS CHECKLIST:

This checklist should be completed by required Project team teachers. Complete separate checklists for each of your three randomly selected target students with disabilities in your classroom. If you do not have at least 3 students with disabilities in your classroom, randomly select additional students from your class roster so that you are completing this checklist on a total of 3 students.

Students are to be rated at the beginning of the school year and at the close of the school year.

Skills	**Rating Scale**									
	Always		Usually		Sometimes		Occasionally		Never	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
1. Begins work within an appropriate time without extra teacher directions.	11	14	15	32	16	21	27	12	12	6
2. Stays on task without extra teacher direction.	9	13	10	28	17	21	21	20	19	6
3. Participates at appropriate time (e.g., waits for turn, waits to be recognized in a group).	11	23	16	28	18	15	19	12	15	1
4. Goes to various areas in the room when requested and/or directed.	20	32	18	34	15	16	13	6	19	1
5. Makes transitions from one activity to the next using contextual cues.	7	19	17	24	19	26	16	15	10	2
6. Works/plays without disrupting or bothering peers.	8	22	19	29	15	19	19	15	14	5
7. Waits appropriately.	13	20	18	49	19	21	17	12	12	2
8. Initiates contact with peers.	6	23	19	27	21	27	15	9	11	0
9. Secures attention appropriately.	5	12	12	34	16	26	26	13	6	2
10. Makes a choice or indicates preference.	16	34	21	38	12	10	9	5	8	0

Taken from: Salisbury, Christine. *Kindergarten Survival Skills Checklist.*

Provided by
Region IV Education Service Center

Appendix H:

Student Gains Classroom Skills Checklist: Special Education Students in Special Education Classrooms of Teachers Years 1, 2, & 3

1995-1996

Classroom Skills Checklist

District/Campus _____ Teacher _____ ☐ general education teacher

Grade Level _____ ■ special education teacher

Child # or Initials _____ November _____ May _____

INSTRUCTIONS FOR CLASSROOM SKILLS CHECKLIST:

This checklist should be completed by required Project team teachers. Complete separate checklists for each of your three randomly selected target students with disabilities in your classroom. If you do not have at least 3 students with disabilities in your classroom, randomly select additional students from your class roster so that you are completing this checklist on a total of 3 students.

Students are to be rated at the beginning of the school year and at the close of the school year.

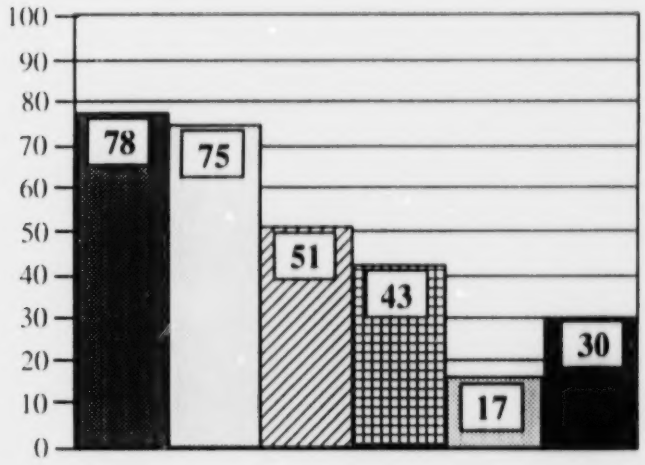
Skills	Rating Scale									
	Always		Usually		Sometimes		Occasionally		Never	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
1. Begins work within an appropriate time without extra teacher directions.	3	5	9	15	7	5	8	9	7	3
2. Stays on task without extra teacher direction.	2	4	11	19	8	9	9	11	9	5
3. Participates at appropriate time (e.g., waits for turn, waits to be recognized in a group).	3	9	14	20	5	7	12	15	8	4
4. Goes to various areas in the room when requested and/or directed.	9	10	15	23	5	6	13	16	10	6
5. Makes transitions from one activity to the next using contextual cues.	8	9	7	19	8	11	9	8	6	2
6. Works/plays without disrupting or bothering peers.	4	5	16	26	9	12	6	4	12	5
7. Waits appropriately.	5	7	9	15	11	9	8	3	13	7
8. Initiates contact with peers.	9	13	5	13	10	6	5	6	8	1
9. Secures attention appropriately.	4	11	12	18	8	13	7	11	11	8
10. Makes a choice or indicates preference.	7	15	12	22	9	14	5	10	9	4

Taken from: Salisbury, Christine. *Kindergarten Survival Skills Checklist.*

Provided by Region IV Education Service Center

Appendix I:
Staff Perceptions of Student Growth

Spring 1996

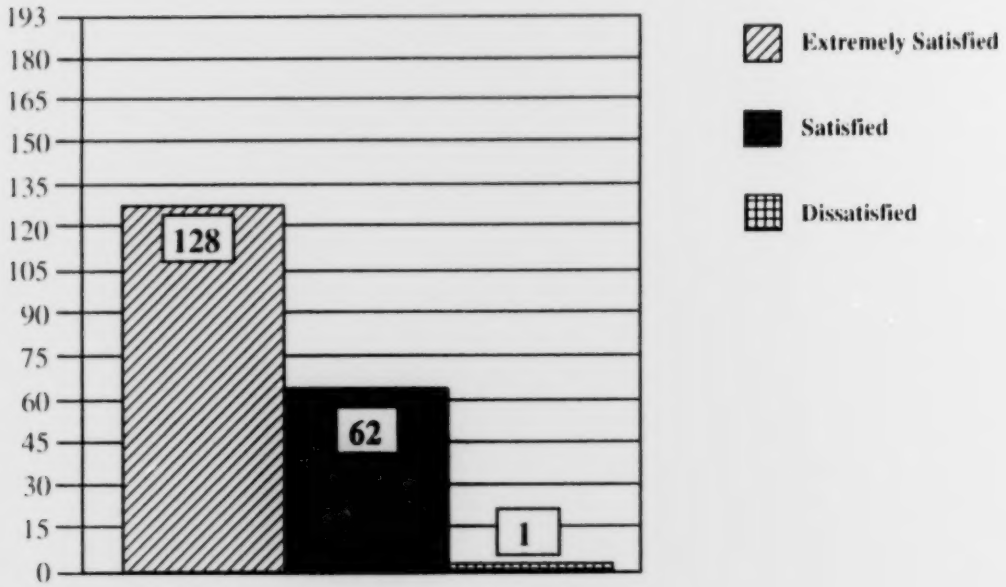


Percentage of teachers from Years I-II-III who thought these areas showed growth as a result of the implementation of DAP*

- Language Development
- Social Skills
- Establish Friendship
- Independence in Self Care
- Motor Development
- Classroom Behavior

* As documented on Teacher Survey #2 (N=105)

Appendix J:
Parent Satisfaction
Spring 1996



N=193

Appendix K:

Exit Placements of Students with Disabilities for 1995-1996 school year

Exit Placement[1]	Regular Education: No support	Regular Education: Minimal support[2]	Regular Education: Moderate support[3]	Regular Education: Full support[4]	Special Education: Self Contained Mild/Moderate[5]	Special Education: Contained Severe[6]
Regular Pre-K	5	21				
Regular Kindergarten	10	6	1	14	2	
Regular First Grade	4	31	3	3		
Regular Second Grade		14	5	4		
Regular Third Grade		11	3	2		
Special Education					12	44

[1] Placement for the school year as determined by ARD Committee decision, includes teachers from Years 1, 2, & 3

[2] Receives services such as speech therapy, occupational/physical therapy, Content Mastery

[3] Receives support of instructional aide for at least half a day

[4] Receives support of instructional aide for a full day

[5] In special education classroom at least half a day

[6] In special education classroom for a full day

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